

Community Development II: Organizing for Community Change
Credit Credits/Hours: 3

Contact information for Instructor(s):

Tim Borich
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Online applications used in this course:

The course will use the WebCT platform for course discussions and other related activities. Students must have access to the internet and a computer that will allow access to the electronic classroom platforms.

Course Overview:

This course will examine community planning efforts and offer students a comparative approach to planning theories and approaches. It will also focus on change within communities and the roles of government, planners, and citizens in reacting to or shaping change. Students will have an opportunity to explore current issues related to planning and dealing with change by examining controversial practices such as covenants and land trusts, as well as by studying various community responses to change. Students will understand how citizens, firms and governments act to improve their community and region; the structure and implications of power; the relation between social relationships and economic activity, coalition building, concepts of inclusiveness (class, gender, ethnicity, and geography), voice, and conflict and its management in communities and regions. The course will cover dimensions of social capital and the context of change. Students will learn to use this knowledge to promote equitable change at the community and regional level. They will study the implications of economic and demographic shifts on strategies and tactics for change and explore various resources for supporting these efforts

Course Objectives:

- Students will apply what they have learned by collecting and analyzing appropriate background information for a self-study of the student's community.
- Students will demonstrate their ability to synthesize information on various approaches to community development by making recommendations for how to apply those models in their community
- Students will demonstrate ability to apply knowledge by analyzing the cultural context of community change in their community
- Students will demonstrate their ability to apply network analysis to a community or organizational context by creating a network analysis of their community
- In developing their case, study students will demonstrate their ability to finding data and determine the reliability of the sources of that data
- Students will demonstrate their ability to convert data into useable information in their case study presentations

- Students will demonstrate their understanding of the ethical considerations involved in community development work by applying the CDS standards to community development strategic planning process proposal
- Students will demonstrate their ability to analyze and evaluate approaches to community development by identifying both policy and practice implications

Required Course Materials:

Texts:

Green, Gary Paul, and Anna Haines. *Asset Building and Community Development*. Thousand Oaks, CA: Sage Publications, 2002. ISBN 0-7619-2263-6 (paperback). \$43.95. Available to order at Amazon.com.

Brooks, Michael P. *Planning Theory for Practitioners*. Chicago, IL: Planners Press, American Planning Association, 2002. ISBN 1-884829-59-7 (paperback). Available to order at www.planning.org/APAStore/Search/Default.aspx?p=1882

Grading System:

The grading system for this course is as follows:

A=Excellent work: understands, applies, analyzes, synthesizes and evaluates materials
 B=Good work: understands, applies, and analyzes materials
 C=Average work: understand and applies new knowledge
 D=Poor work: does not understand or apply new knowledge
 F=Insufficient/Failed the criteria
 I=Incomplete

Course Work:

Each module will include a variety of reading assignments and discussion group activities. Students will be graded on their participation in these activities, their responses to other students, and the questions and concerns they submit for course discussion.

Three reflection papers (20 points each):

1. Paper **one** is due at the end of week five and details a process of involving the public in a planning or community change process.
2. Paper **two** is due at the end week 10 and compares and contrasts two approaches to looking at community change.
3. Paper **three** is due by the end of week 15, and develops of model of community planning and change.

Case study of a community change process: presentation (10 points), paper (20 points) should be ready for presentation by Week 12.

Participation in the course bulletin board, chat sessions, and phone call in questions/comments (10 points)

Streaming session on Monday evenings from 6:00-8:00 p.m., Central Time, with call-ins on an 800 number. Lectures will be recorded with follow-up distribution on DvD.

Total: 100 points

All work must be submitted by the due date to receive full credit. Students with special conditions that may impact their ability to deliver an assignment on time must make alternative arrangements with the instructor before the due date. Work may be submitted by fax, mail or email. Students should cc their own email address when submitted work to be sure that the message was sent.

Regular attendance and participation in the electronic classroom is vital for students who wish to succeed in this class. Students who may have difficulties with regular attendance, here defined as at least three times per week, must make prior arrangements with the instructor.

Assessment Process

Students can expect instructor to reply to personnel emails within 48 hours during the work week. They can expect to have feedback on the reflection and media papers within 10 days. Instructor will work to provide feedback on the outline for conducting a case study within one week. Students will receive feedback on their presentation within one week and on the written case study by the end of the semester.

Course Schedule:

Module 1-2: What is “Community” and how Communities Change

Weeks 1-2:

Readings:

- Christenson, James A. 1989. “Themes of Community Development.” In James A. Christenson and Jerry W. Robinson, Jr., eds. *Community Development in Perspective*. Ames, Iowa State University Press: 28-48.
- Pigg, Kenneth E., and Ted K. Bradshaw, “Catalytic Community Development: A Theory of Practice for Changing Rural Society.” Pp. 386-396 in Brown, David, and Louis E. Swanson, eds. *Challenges for Rural America in the Twenty-First Century*. University Park: Pennsylvania State University Press.

Module 3: Reviewing Criteria for Assessing Community Change

Week 3

- Entrepreneurial community change (Flora and Flora)

- Community change emerging from outside forces (declining population)
- Community change resulting from internal forces (immigration?)
- Students develop outline for doing their own case study of community change

Readings:

Data Source: <http://www.seta.iastate.edu/>

Economic Base Study: <http://www.seta.iastate.edu/takecharge/>

Module 4: Strategies for Working with Community Change (Weeks 4-12)

Week 4: Appreciative Inquiry as a tool for helping people understand and shape change

Readings:

- **Video: “Appreciative Inquiry—A Beginning,” 35 min.**
<http://www.iisd.org/publications/publication.asp?pno=404>
- IISD Appreciative inquiry and community development: From problems to strengths
<http://www.iisd.org/ai/default.htm>
- Elliott, Charles. 1999. [Locating the energy for change: an introduction to appreciative inquiry.](#) Winnipeg: International Institute for Sustainable Development. 288p.
- Barrett, F. J., and Cooperrider, D. L. (1990). "Generative Metaphor Intervention: A New Approach to Intergroup Conflict." *Journal of Applied Behavioral Science*, 26(2), 223-244. Contact: 1-805-499-0721 <http://www.stipes.com/aichap7.htm>
- Recommended: Hammond, S. (1996). "The Thin Book of Appreciative Inquiry." Plano, TX: Thin Book Publishing. Contact: 1-888-316-9544 or www.thinbook.com

Week 5: Asset-based Approaches

Readings:

Kretzmann, John P., and John L. McKnight. *Building Communities from the Inside Out: A Path toward Finding and Mobilizing a Community's Assets*. Chicago: Acta Publications, 1993. (selected portions)

Each student can review one of the following workbooks produced by the Asset Based Community Development Institute at Northwestern University. See the following for additional titles: <http://www.northwestern.edu/ipr/abcd/abcdworkbooks.html>

[A Guide to Evaluating Asset-Based Community Development: Lessons, Challenges, and Opportunities](#), by Tom Dewar (1997)

[A Guide to Mapping and Mobilizing the Associations in Local Neighborhoods](#), by Nicol Turner, John McKnight, and John Kretzmann (1999)

Week 6: Models of Community Visioning

Readings:

- Archer, Sarah Ellen, Carole D. Kelly, and Sally Ann Bisch. 1984. "Implementing Change in Communities: A Collaborative Process." Chapter 2 in *Planning and Change Processes*. St. Louis: The C.V. Mosby Company.
- Ayres, Janet. 1996. "Essential Elements of Strategic Visioning." Chapter 2 in Norman Walzer, ed. *Community Strategic Visioning Programs*. Westport, CT: Praeger Publishers.

Week 7: Traditional Planning Strategies

Readings:

- Brooks, Michael P. *Planning Theory for Practitioners*. Chapter 5, "The Critical Role of Values and Ethics," and Chapters 1- 6.

Week 8: Advocacy Planning

Readings:

- Brooks, Michael P. *Planning Theory for Practitioners*. Chapter 7-8,

Week 9: Participatory Planning

Readings:

- Brooks, Michael P. *Planning Theory for Practitioners*. Chapter 9, "Decentralized Non-Rationality: The Planner as Communicator."
- Healey, Patsy. 1997. *Collaborative Planning : Shaping Places in Fragmented Societies*. Vancouver: UBC Press. Chapters
- Healey, Patsy. 2003. "Collaborative Planning in Perspective." *Planning Theory*. 2(2):101-123.

Week 10: Regional and Multicommunity Development Perspectives

Readings: (to be announced)

- Korschning, Peter K. and Timothy O. Borich. 1997. "Facilitating Cluster Communities: Lessons from the Iowa Experience". *Community Development Journal* 32(4):342-353.

Week 11: Models of Community Action

Readings:

- Flora, Cornelia Butler, Jan L. Flora, and Kim Wade. 1996. "Measuring Success and Empowerment," Chapter 4 in Norman Walzer, ed. *Community Strategic Visioning Programs*. Westport, CT: Praeger Publishers.
- Kline, Steven. 1996. "Implementing Strategic Visioning Programs in Rural Communities," Chapter 10 in Norman Walzer, ed. *Community Strategic Visioning Programs*. Westport, CT: Praeger Publishers.

Week 12: Building Your Own Model and Evaluating It

Readings:

- Norman Walzer. 1996. Appendices A-D. *Community Strategic Visioning Programs*. Westport, CT: Praeger Publishers.

Module 5: Student Presentations

Weeks 13-14

- Student presentations
- Student reflection reports

Week 15 Final Community Development Plan Due

Competency Grid: Courses and Tracks

COURSE: CDI: Practices and Strategies for Community Change

| Degree Competency Themes | Knowledge Level | Comprehension Level | Application Level | Analysis Level | Synthesis Level | Evaluation Level |
|---|--|---|---|---|--|------------------|
| Communities/Community Action | Definitions of community, rural and the capitals | Case Studies of Communities: Flora, et al, 13 video series; Market to Market town examples (out of ISU) | Collect background information for a self-study of the student's community. | | | |
| Promoting broad-based decision making and action | | | | | | |
| Strategies to improve economic, social, cultural, and environmental conditions | | | | | Offer policy recommendations to city leaders for a strategic plan. | |
| Understand and Practice Importance of balance | | | | Select most appropriate CED approach for student's community strategic 10-year plan | | |
| Appreciative norms of behavior in profession | | | | | | |

COURSE: CDII: Organizing for Community Change

| Degree Competency Themes | Knowledge Level | Comprehension Level | Application Level | Analysis Level | Synthesis Level | Evaluation Level |
|---|----------------------------|--|--------------------------|---|--|-------------------------|
| Communities/Community Action | Basic models of community | <p>1. Define collaboration and ID strategies that lend to successful collaboration</p> <p>2. Understand the cultural context of community change</p> | | Compare and Contrast community of place vs. community of interest | | |
| Promoting broad-based decision making and action | Models of community change | Understand community-based planning and collaborative planning | | Be able to apply network analysis to a community or organizational context. | Develop a plan of including broad sectors of community in a planning process | |
| Strategies to improve economic, social, cultural, and environmental conditions | | Understand the basic principles of community planning | | Understand the theory of social construction and using to analyze community situations. | Complete a basic plan of community action | |
| Understand and Practice Importance of balance | | | | | | |
| Appreciative norms of behavior in profession | | | | | | |

COURSE: Community Analysis

| Degree Competency Themes | Knowledge Level | Comprehension Level | Application Level | Analysis Level | Synthesis Level | Evaluation Level |
|---|--|---------------------|--|--|--|--|
| Communities/Community Action | Understanding the importance of research | | | | | |
| Promoting broad-based decision making and action | | | Development/Utilization of quantitative and qualitative analysis Finding data and determining the reliability of sources. | Conversion of data into information to be used in final reports. | Synthesis of data/information into final report or document. | |
| Strategies to improve economic, social, cultural, and environmental conditions | | | | | | |
| Understand and Practice Importance of balance | | | | | | Evaluating appropriate ethical responses and disseminate information and evaluating policy impact. |
| Appreciative norms of behavior in profession | | | | | | |